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ABSTRACT

Collected are materials related to Mississippi's efforts to improve the educational services provided in the state for at-risk students. The first item describes the Superintendent of Education's Class of 2000 Project, which includes a request that the people of Mississippi adopt the class of 2000, which is in school now, and develop a legislative proposal guaranteeing that students at risk of school failure will receive appropriate educational and supportive services. The second item consists of the draft of proposed legislation, which focuses on the school-age program for at-risk students, provisions for youth who are not in school, and State Department of Education responsibilities. Attached is the first-year report of the Mississippi CONTINUUM Project, a program that involves: (1) alternative educational provision for at-risk students; (2) a cooperative, team planning approach; and (3) decision-making by classroom teachers who are developing educational plans for students identified as being at risk. Also attached is a chart of factors that contribute to students' status as at risk for school failure, and programs in the state that address one or more of the factors. (RH)

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Mississippi's

Youth 2000

Initiative:

Building Bridges for Success

"Mississippi Responds to the Chiefs"

Nan P. Tarlton

Mississippi Department of Education

PS 018829

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NEED AND PURPOSE

In December 1982, the Mississippi Legislature -- in a special session called by then Governor Winter -- passed an Education Reform Act that was the first comprehensive statewide reform legislation enacted in this nation.

At the very time Mississippi's Education Reform Act was being constructed and adopted, the National Commission on Excellence in Education appointed by then U. S. Secretary of Education Terrell H. Bell, was studying the state of elementary and secondary education in this country. When the Commission's final report, "A Nation At Risk", was published in March 1983, it had an unprecedented impact on the public and policymakers, with the result that most states adopted various types of reform legislation or policy over the following two years. However, Mississippi was there first.

There have been many other accomplishments which could be described, some of which went beyond the Education Reform Act. As tempting as it is to bask in the glow of our achievements thus far, our students on the average still lag behind those in other states, and we can ill afford to rest. We must continue to press forward which is the purpose of this project.

Because of the rapid change of political and educational leadership in Mississippi during the past eight years, Mississippi now has the capacity to initiate and

adopt progressive legislation that will "Ensure Education Success for Children and Youth At Risk." However, the effort must be broad based and well planned for success to be achieved.

The Class of 2000 is in school and the Mississippi State Department of Education intends to make it successful. However, it calls for the diverse elements of the community of Mississippi to work together in several discrete but related tasks.

From now to the end of the century, while revenues are growing, the number of children in Mississippi will be decreasing. The numbers are potentially in our favor. With imagination a program can be fashioned that will have as its legacy a stronger Mississippi with healthier, more able children.

Mississippi has the lowest per capita income and highest adult illiteracy rate in the United States. Mississippi, and the nation as a whole, are in danger of losing an entire generation to unproductive lives of frustration and despair. A large and desperate underclass of uneducated, untrained, and unemployed residents is trapped in a wrenching cycle of poverty and despair which defies easy solution. If these people are not brought back into the mainstream of American life, 2000 will find us living in an increasingly stratified society of haves and have-nots; a society with

increasingly expensive yet ineffective social welfare programs, escalating crime rates and growing unrest.

The demography of the Nineties provides a unique opportunity to overcome these chronic problems. That decade will see a substantially reduced youth population and a surplus of jobs. This should represent real hope to groups in society that have continually faced massive unemployment. Future jobs will be found in technological and service sectors and will therefore require a higher skill level than those of today. We owe it to our children to ensure that they know of this opportunity, the efforts they will need to make to prepare for it, and our commitment to prepare them.

The Superintendent's Class of 2000 Project is designed to inspire a broadly based statewide commitment to action. In asking the people of Mississippi to adopt the Class of 2000, Superintendent Boyd foresaw a partnership between State government and local government, business, labor, religious organizations, foundations, schools and the media.

Through this project the Mississippi State Department of Education will act as a catalyst to focus attention on the issues and develop a comprehensive agenda for action. This project will bring together the diverse elements of the state to formulate and implement a strategy to guarantee today's children a prosperous, productive, and self-sufficient adulthood.

If a comprehensive plan of prevention via legislation is not initiated the current statistics regarding Mississippi will be worse in 2000. The need is great as reflected by the following:

*1. The dropout rate is forty percent (40%).

2. Dropouts are three times more likely to be unemployed

*3. One in five teenage girls becomes pregnant (20.5%).

4. Fifty percent (50 %) of women students dropout because of pregnancy.

5. Sixty-four percent (64%) of the AFDC heads of households do not have a high school education.

6. Thirty-five percent (35%) of the teen pregnancies are repeat pregnancies.

7. Fifty-two percent (52%) of unwed teens with children will go on welfare immediately.

8. One hundred forty-two (142) of every thousand (1,000) babies born in Mississippi die before age one.

9. Thirty-three percent (33%) of black families are headed by women.

10. Nine percent (9%) of white families are headed by women.

*Mississippi ranks among the highest in the country in its dropout rate and its teenage pregnancy rate.

11. One third (30.4%) of children in Mississippi live in poverty.
12. Two thousand five hundred eighty-nine (2,589) students are bilingual and having difficulty in school.
13. Eight percent (8%) of graduating seniors have used cocaine.
14. Thirty-one percent (31%) of graduating seniors have use marijuana.
15. Eighty-four percent (84%) of graduating seniors have used alcohol.
16. There are 11,380 neglected or abused children.

PLAN

In planning the project our goals were to develop and implement a process which included policymakers and practitioners in Mississippi for creating new partnership at state and local levels to assure productive, motivated and contributing members of society, and to secure community involvement and support for new policy and statute initiatives which target at-risk youth throughout the state.

To accomplish these goals, we planned one state and four local conferences which would provide a forum of discussion of youth problems and issues, build leadership capacity at the local level, and result in development of regional action plans and a statute to provide educa-

tional entitlements for at-risk students. The conferences would promote collaboration with the private sector in establishing shared goals, common interests and agencies for changes for youth; encourage local public agencies to cooperate in planning strategies that improve the educational and employment outcomes of youth; implement a coordinated interagency approach to planning; and coordinate the identification of needs and delivery of services to at-risk youth within and between agencies.

IMPLEMENTATION

Using the model statute developed by the Council of Chief State School Officers, a committee made up of state department staff who work with at-risk youth developed a draft of legislation to assure educational success to all children particularly those considered at-risk.

A state conference with participants from Mississippi's education, business, political, and community leadership was held in December to study and revise the "Mississippi Document." The 150 participants were divided, by region, into four groups where they studied the document, section by section, and made recommendations to improve the draft.

Following the state conference, the committee met and revised the document based on recommendation made at the conference. The final draft is attachment A.

We are presently planning four regional conferences

to be held in late February and early March, planned by regional task forces selected at the state conference, to present the revised Mississippi document to education, business, political and community leaders in each region of the state for input and support.

The final product will be a draft of proposed legislation guaranteeing that students at-risk of school failure receive appropriate educational and supportive services. It will be presented to the State Board of Education with staff recommendations based upon suggestions from the participants at the regional conferences. The Board will make the final decision regarding whether the SDE will pursue legislation or will make this a strong policy statement.

SUBSEQUENT ACTIVITIES

Plans for related activities subsequent to the completion of the grant include continued assistance for support of the proposal, continued SDE training of Teacher Support Teams, and increased state funding for the CONTINUUM.

The projected impact of this project is that every school in Mississippi will implement the concepts in the draft of proposed legislation; this should result in fewer special education referrals, greater coordination of programs within districts, and lower dropout rates.

Attachment A

EDUCATIONAL PREPARATION

OF

MISSISSIPPI'S

AT - RISK STUDENTS

MISSISSIPPI

STATE DEPARTMENT OF EDUCATION

INTRODUCTION

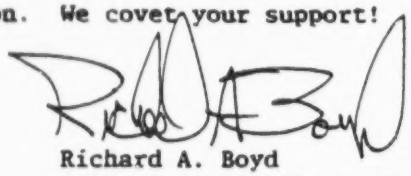
Since December 1986, when the Alternative Education Committee made its report suggesting the implementation of a continuum of educational services for all students, State Department of Education (SDE) personnel have taken the following steps:

1. During the 1987-88 school session, the CONTINUUM was implemented in twelve schools in eleven school districts using the $250,000 appropriation by the Legislature. The report of the success of that program is Attachment A.
2. Additional individual schools which have shown an interest in the Teacher Support Team (TST) step in the CONTINUUM have received two-day training in how to implement the TST. The training also explained the CONTINUUM concept.
3. SDE staff identified at least fourteen factors which can be used to suggest that a student may fall into the at-risk category. A grid is attached (Attachment B) showing these factors, identifying the programs and the responsible SDE Bureau, and specifying which factors the program addresses.
4. Students who failed the Functional Literacy Exam (FLE) were given the opportunity during the Summer of 1988 to participate in a federal and state funded remediation program using the "Wonder of Learning" remediation curriculum. A copy of that curriculum has been made available to each local school district. A computer assisted program which focuses on remediation of FLE skills has also been provided to each school district.
5. Accreditation process standards have been modified and outcome standards are being completed. Standards in both areas are or will be sufficient to require that each local school district focus on the provision of needed services to their at-risk students.
6. Remediation legislation was passed in the 1988 legislative session. Most of the requirements cannot be met due to lack of funds. Some changes need to be made in that legislation.

This draft of proposed legislation uses the CONTINUUM concept as a base and seeks to allow local school district personnel flexibility in how they fill the gaps in their CONTINUUM. It also focuses on SDE identification of significant problem areas or gaps in the CONTINUUM and the provision of suggested instructional programs to help resolve these problems.

In development of the draft, our focus has been on the educational arena; obviously there are other problem areas that need to be addressed if we are to be successful with at-risk students. The problems of poor nutrition, teen-age pregnancy, drugs, and poverty (just to name a few) cannot be fully overcome even by the best educational program even though the Department is considering what instructional changes need to be made in the curriculum in order to help all students understand and learn how to deal with these problems. We have chosen to limit our discussion so that we can try to reach closure on the educational programs that are needed for at-risk students. We hope that other agencies will continue to focus on those problems in their arena, and we will work with them in any way possible.

Thank you for your participation. We covet your support!



Richard A. Boyd
State Superintendent of Education

PART I: PREAMBLE

A. Legislative Findings

1. The public schools of Mississippi face a continuing challenge in meeting the educational needs of at-risk children.
   (a) One child in three under the age of six in Mississippi lives below the poverty line.
   (b) One in five teenage girls become pregnant.
   (c) The dropout rate is 36% (Cohort Rate).
   (d) 15% of the babies born in Mississippi die before age one.
   (e) 64% of the AFDC heads of households do not have a high school education.
   (f) 7.5% of the students failed at least one section of the FLE.
   (g) The average ACT score is 15.

2. It has been clearly established that failure to address the educational deficiencies of at-risk students will have a negative impact on the state's productive capacity, its ability to attract industry, and, in general, its efforts to improve the economic health and well-being of the State.

3. Research and experience have shown that:
   (a) at-risk children derive short- and long-term benefits from preschool programs, and
   (b) children succeed in programs that have appropriately certified and trained staff; that adopt and pursue systematic instructional strategies; that use appropriate, up-to-date textbooks, materials, and equipment; that are housed in facilities that are safe and clean; and that involve parents in all facets of their children's education.

B. Legislative Goal

The purpose of this statute is to assure that each child is provided, at the earliest possible time, with educational opportunities which are focused on his/her individual needs, and are reasonably calculated to enable the child to achieve his/her potential to become a productive member of society and to undertake the responsibilities of citizenship.

Note to the reader: The expectation is that most students can pass the Functional Literacy Exam (FLE) and earn the necessary Carnegie Units for a high school diploma. The focus of all educational programs should be on providing the type of instruction that enables a child to "stay in or return to the regular classroom." Utilization of the concept of a CONTINUUM of educational services (see Attachment A) is one way to insure that this occurs.

For those nonhandicapped students who work as hard as possible during their Senior Year, and have neither passed the FLE nor earned the necessary Carnegie Units for graduation, a certificate of completion may be issued; these students may also be allowed to participate in graduation exercises.

PART II: CHILD DEVELOPMENT PROGRAM

No recommendation for legislation is made in this area, although it is clear that opportunities made available to preschool children pay rich dividends down the road. Your input is requested.

PART III: SCHOOL AGE PROGRAM FOR AT-RISK STUDENTS

A. Definition of At-Risk Students

A student enrolled in grades K-12 shall be deemed to be at-risk if he/she cannot be successful in one or more subject areas in the regular classroom.

B. Student Entitlement

Each local school district is responsible for providing to at-risk students appropriate educational opportunities which are reasonably calculated to enable each student to achieve his/her potential, become a productive member of society, and undertake the responsibility of citizenship. Such opportunities should include:

(1) parental involvement,
(2) adoption of promising, systematic instructional practices that assure coordination and integration with the entire program and that have been shown to be successful with at-risk students,
(3) access to a safe and clean school environment in which successful education is occurring,
(4) development of an individualized plan based on each student's needs (as described in the CONTINUUM),
(5) the development of school-wide plans for school improvement, (5 year plan),
(6) the use of appropriate up-to-date instructional materials and equipment,
(7 appropriately certified and trained staff, as well as volunteers, who have high expectations for their students, and

Note to the reader: No details are provided relative to how III.A. and III.B. are to be implemented. Most of the suggestions in the Council of Chief State School Officers document are acceptable implementation procedures; however, the State Department of Education would expect those procedures to be developed by staff, approved by

the State Board of Education, implemented by the districts, and monitored through the accreditation process.

PART IV: PROGRAM FOR YOUNG PEOPLE WHO ARE NOT IN SCHOOL

A. Definition of Out-of-School Youth

An out-of-school youth is one who is under the age of 21 who is not enrolled in school and has not received a high school diploma.

B. Student Entitlement

An out-of-school youth shall be entitled to enroll in the public school where he/she resides. The same entitlement as provided under III.B. shall be available to this student.

PART V: STATE DEPARTMENT OF EDUCATION RESPONSIBILITIES

A. Funding and Technical Assistance

(1) There are hereby authorized to be appropriated such sums as are necessary to carry out the purposes of this Act.
(2) The State Department of Education of Education shall make available to local school district personnel the required technical assistance to implement this Act.

B. Development of Implementing Regulations

The State Department of Education shall develop such regulations as may be needed for the implementation of this Act.

C. Monitoring and Evaluation

(1) The State Department of Education shall review local school district progress towards meeting the requirements of this Act and take appropriate action to insure compliance with the Act.
(2) Such reports as may be needed for evaluation of this program may be collected by the State Department of Education; however, the paperwork reduction policy shall be followed.

D. Implementation

This program shall be phased in over a 2-year period beginning July 1, 1990.

THE MISSISSIPPI CONTINUUM PROJECT
FIRST YEAR REPORT

Introduction

The CONTINUUM project in Mississippi has as one of its basic tenets the belief that problem solving among teachers has a positive impact on the instructional program in a school. The concept of the CONTINUUM grew out of a need to serve all of the students in a state that has an extremely high number of at-risk students.

During the 1986-87 school year, a task force of educators was formed to work on plans for alternative educational programs for at-risk students. During the year, the task force went through a metamorphosis of perception about its purpose that started with the idea of an alternative school for these at-risk students and culminated with the idea of a continuum of educational services that would serve the needs of all students with emphasis on the maximum use of available resources.

The first step in building this CONTINUUM is a teacher support team (TEAM) that is made up of teachers in each school who serve as a collegial resource for all teachers in that school. This research-based TEAM has become the cornerstone of the CONTINUUM; the major outcome expected from implementation of the TEAM in a school is that every student who can be helped in the regular classroom is provided that opportunity.

If all efforts to help a student be successful in the regular classroom fail, then a second step is added to the CONTINUUM. A thorough assessment of the student's problems occurs and alternative instructional settings are provided. A major thrust at this time is to

use available resources creatively to provide the specific instructional program necessary to meet these students' needs. Some gaps still exist in the instructional program, and additional funding may be needed to fill some of them so that a CONTINUUM does exist in each district.

Should the second step fail, the third and final step is referral for possible placement in special education or another alternative program. At all points in this process, the focus is on doing everything possible to get each student to a point where he/she can be successful in the regular classroom without extra help from outside.

During the Spring of the 1986-87 school year, a memorandum containing information about the CONTINUUM was sent to the superintendents of all the school districts in Mississippi. Each superintendent was given the opportunity to indicate an interest in implementing the project. After a thorough explanation of the project, eleven of those superintendents who responded committed to implementation of the CONTINUUM on a pilot basis and were awarded a share of the $250,000.00 that had been allocated for the project. The monies were to be used to develop a trained problem-solving resource TEAM made up of a majority of regular classroom teachers in each school that participated in the project and to support other efforts to help at-risk students.

A TEAM of teachers from each participating school in the eleven school districts was trained during the Summer of 1987. The two-day training session consisted of the presentation of background information and research, as well as simulated experiences with the TEAM approach.

The TEAM approach uses a one page (front and back) Request for Assistance Form (See Figure 1) that must be completed by the referring teacher. The referring teacher then meets with the TEAM and, as a member of the TEAM, goes through a highly structured thirty minute, six step process of identifying the problem, brainstorming for solutions, devising an intervention plan, and planning a follow-up meeting (See Figure 2). Then, the referring teacher selects and initiates an intervention plan, collects data, and later attends a follow-up meeting to discuss successes and failures. If the selected intervention does not work, the referring teacher may choose another classroom intervention during the follow-up meeting, or the TEAM may recommend another course of action (i.e., a remediation program or special education testing).

After demonstrating a thorough understanding of the TEAM approach, each of the trained TEAMS introduced the process to their school faculties during the fall of the 1987-88 school year. First year results of this project are very encouraging. These results are included in the next section of this report.

Pilot Year Results

Data were collected from a total of twelve schools in the eleven pilot districts. Table 1 shows a listing of the pilot schools and districts. There were seven elementary schools (58%), two junior high

Page 1

TEAM

REQUEST FOR ASSISTANCE FORM

STUDENT _____

GRADE ___ AGE ___ SEX: M ___ F ___

REFERRED BY _____

1. DESCRIBE WHAT YOU WOULD LIKE THE STUDENT TO BE ABLE TO DO THAT HE/SHE DOES NOT PRESENTLY DO.

2. DESCRIBE WHAT THE STUDENT DOES WELL, BARRIER AND WHAT THE STUDENT DOESN'T DO WELL (DEFICITS).

ASSETS	DEFICITS

Page 2

3. DESCRIBE WHAT YOU HAVE DONE TO HELP THE STUDENT TO COPE WITH THE PROBLEM.

4. GIVE ANY BACKGROUND INFORMATION AVAILABLE INCLUDING TEST DATA ON THE STUDENT.

REFERRAL DATE _____

(Chalfant & Pysh, 1989)

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FIGURE 1

SIX STEPS IN A TEAM MEETING

Getting Ready

* clarify questions
* set clock . . . 30 minutes

1. REACH A CONSENSUS ON THE PROBLEM
2. NEGOTIATE THE OBJECTIVES
3. BRAINSTORM THE ALTERNATIVE SUGGESTIONS
4. THE REFERRING TEACHER SELECTS ONE SUGGESTION
5. REFINE THE SUGGESTION
6. PLAN A FOLLOW-UP

Source: Chalfant & Pysh, (1984)

or middle schools (17%), and three high schools (25%) involved as pilot schools.

TABLE 1

Schools District	School
Brookhaven School District	Brookhaven Elementary School
DeSoto County School District	Horn Lake Middle School
Forest Municipal School District	Forest High School
George County School District	George County High School
Hancock County Schools	Hancock North Central Jr. High
Hattiesburg Separate School District	Grace Christian Elementary
	Mary Bethune Elementary
Laurel Separate School District	Oak Park Elementary
Moss Point School District	East Park Elementary
New Albany Separate School District	Daniel High School
Pascagoula Separate School District	Singing River Elementary
Tupelo Public School District	Church Street Elementary

During the pilot year, a total of 411 students with academic and/or behavior problems were referred to the TEAMS in the twelve schools for an average of about thirty-four referrals per school. There was an overall seventy percent success rate of assisting students in the regular classroom. The TEAMS in the twelve pilot schools had varying degrees of success with one school enjoying a ninety-five percent success rate. The least successful school had only a thirteen percent success rate of assisting students in the regular classroom. The seventy percent overall success rate of this program compares positively with a study done by Chalfant and Pysh (1984). In their

study they found that almost sixty-six percent of the referred students were assisted in the regular classroom by the TEAM intervention.

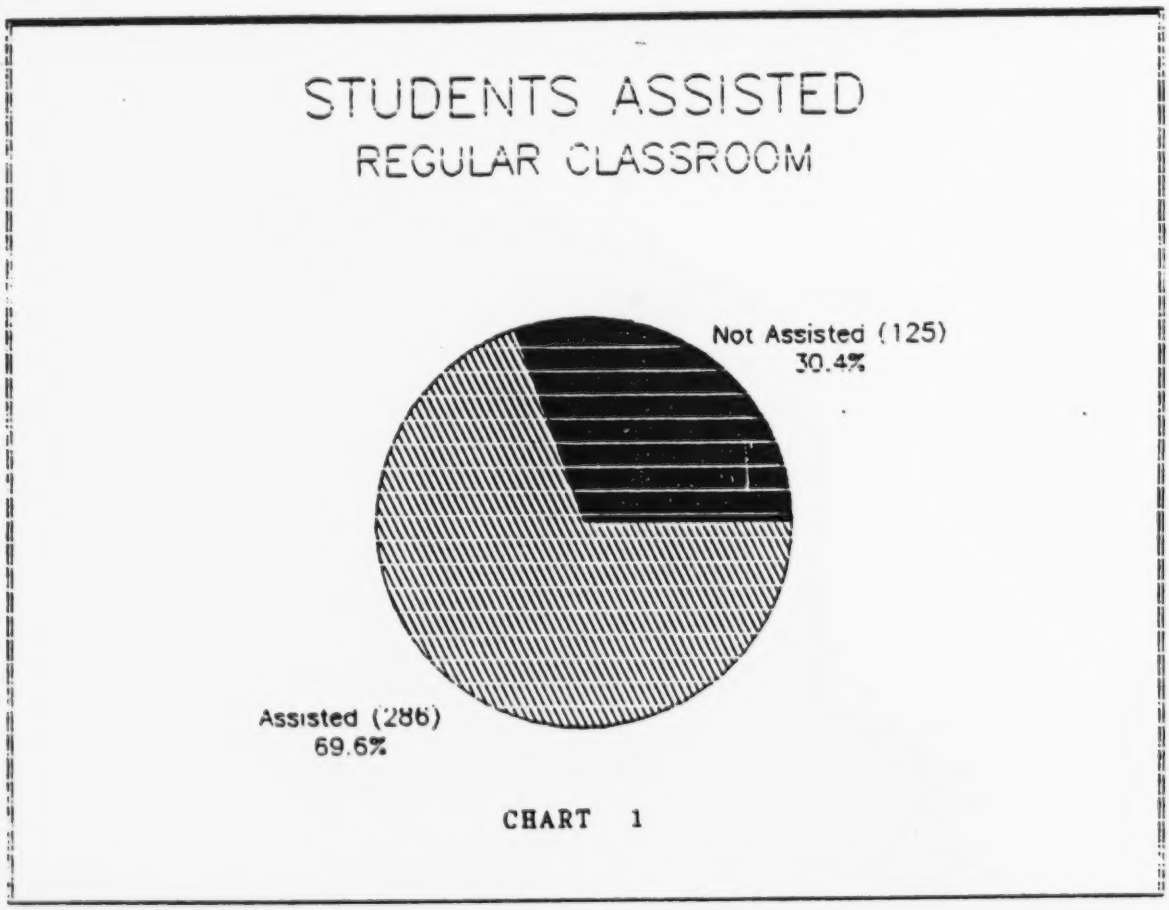

CHART 1

Chart 1 graphically depicts that almost seventy percent of those students who were referred to the TEAM had their problems resolved in the regular classroom. It should also be noted that many of those students who were not assisted in the regular classroom were referred and eventually placed in other programs.

Though not a major goal, it was expected that one of the benefits of this program would be the reduction of special education referrals and the increase in the percentage of those referrals who were ruled eligible. The following section contains data that relate to these expectations.

The reporting schools had a total of 325 special education referrals during the 1986-87 school year (year before TEAM concept was introduced) and 234 referrals during the 1987-88 school year.

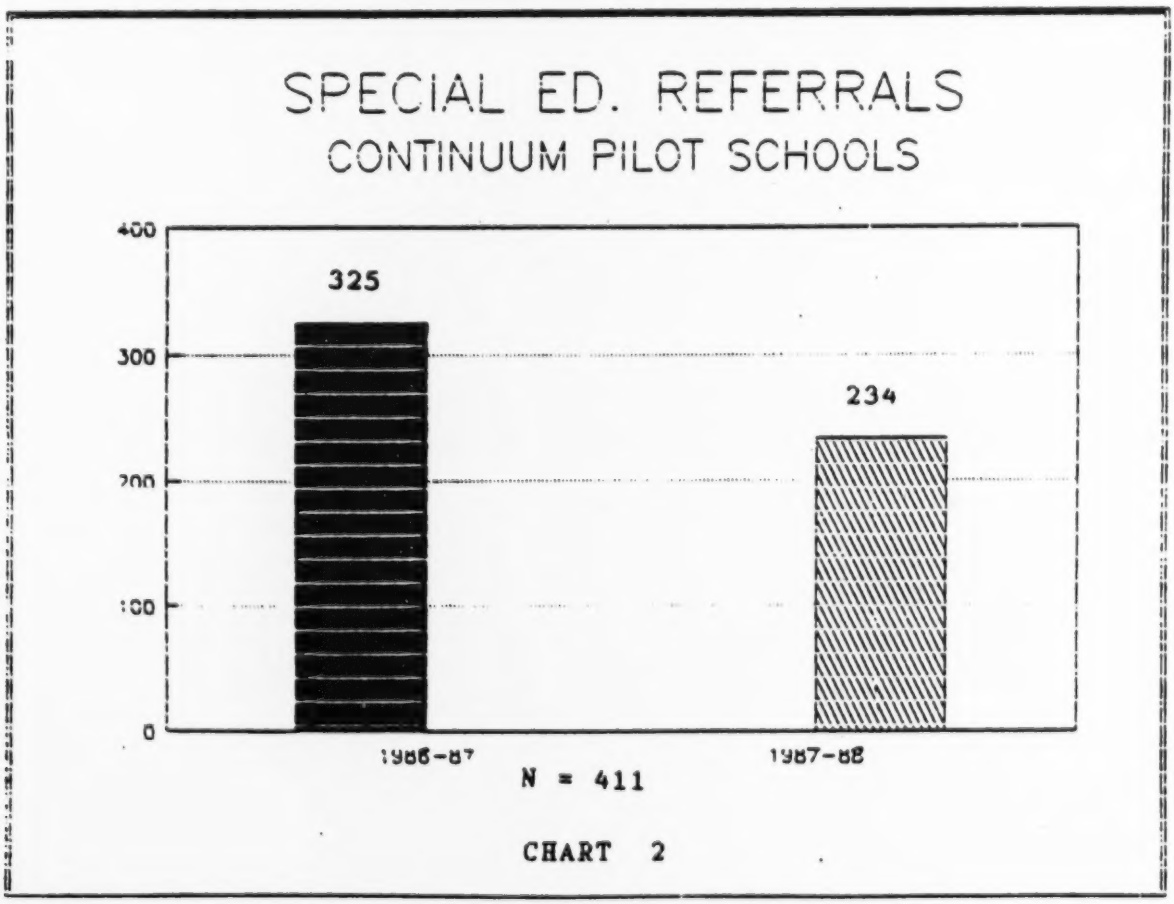

CHART 2

Chart 2 presents these data in graphic form. A study of Chart 2 reveals that the reporting schools had a decrease of ninety-one special

education referrals when the 1986-87 school year results were compared to the 1987-88 school year results. That equates to a twenty-eight percent decrease in special education referrals during the two year period. Because of the nature of the study, many variables could not be controlled; therefore, this reduction in special education referrals may be due to other unidentified variables. However, it is postulated that the major goal of the TEAM (i.e., to help the student in the regular classroom) did a great deal to lower the number of referrals.

TABLE 2

Percentage of Referrals Ruled Eligible (1986-87)	Percentage of Referral Ruled Eligible (1987-88)
78%	78.3%

A study of the data in Table 2 reveals a very slight increase (less than one percent) in the percentage of special education referrals who were ruled eligible during the two years under study. As stated earlier, an increase in the percentage of special education referrals ruled eligible was expected. However, since the special education eligibility process is so structured and leaves very little to chance, this expectation was probably unrealistic. Even when fewer students are referred, the percentage of students ruled eligible probably will not change significantly.

The average failure/retention rate in the pilot schools during the year before the implementation of the TEAMS was 8%. The failure/retention rate dropped to 5.9% during the year of implementation of the project. The data reveal an approximate two percent decrease in the failure/

retention rate those schools. Chart 3 graphically displays the downward trend in the failure/retention in the pilot schools.

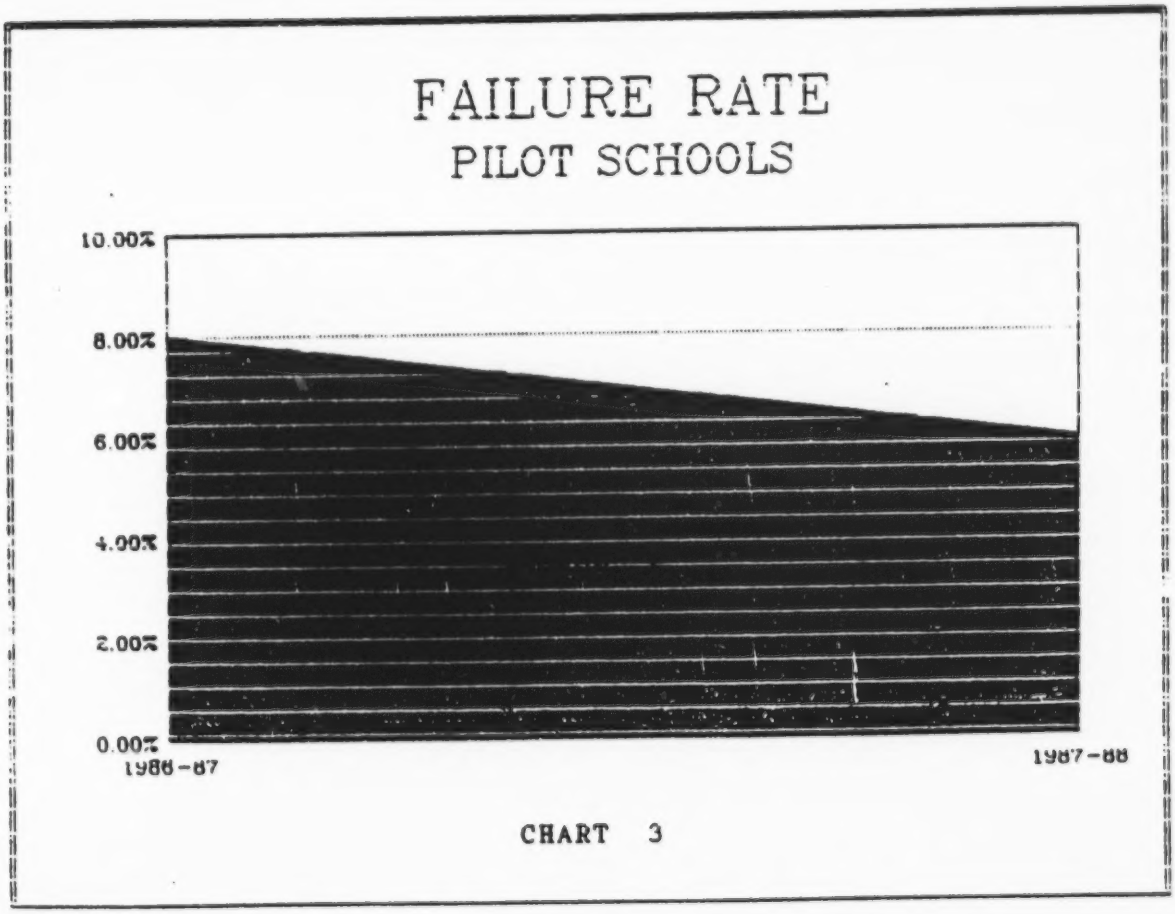

CHART 3

When the 1986-87 failure/retention rate is compared to the 1987-88 rate there is a significantly relevant decrease in the failure rate of twenty-six percent in the project schools. Again, it must be noted that

many variables could account for this improvement, however, it would seem that when teachers are assisted by their colleagues as they attempt to help students, the failure/retention rate would show a decrease.

Faculty morale also appears to be positively affected in the pilot schools. Although faculty morale is nebulous and often manipulated by many uncontrolled variables, comments by faculty members and the administration in the pilot schools indicated an improvement in morale. One teacher commented, "All teachers are learning from each other now, and that's a great feeling!" A high school principal of one of the pilot schools perhaps summed it up best when he said "The TEAM has relieved a lot of the anxiety of the staff because they have some place to go for help."

Conclusions

Cooperative problem-solving among teachers is a research-proven method that helps both teachers and students. Use of the TEAM has helped teachers be more successful with at-risk students and thus have increased feelings of self-worth and self-esteem. And because of this positive change their students are no longer trapped by failure. The CONTINUUM Project of Mississippi is based on the idea of collaboration among the teaching faculty and is improving teacher success and faculty morale.

Several conclusions can be drawn from the contents of this report. These conclusions are listed below:

1. The TEAM process will help teachers be more successful with at-risk students.
2. The referral rate for special education will be reduced by use of the TEAM.
3. Teacher morale seems to improve when the TEAM process is utilized.
4. More students are assisted in the regular classroom when the TEAM process is used.
5. Not enough data were collected to ascertain the need for additional funds to fill in the gaps in the CONTINUUM.

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FACTORS WHICH CONTRIBUTE TO A CHILD BECOMING AT RISK OF EDUCATIONAL FAILURE

Many factors influence the success/failure of a child in the educational system. Time and research have verified that there are at least fourteen such factors which will contribute to a child becoming at risk of educational failure. Those factors are listed on the next page along with the programs which operate in the State Department of Education; the dots on the grid give an indication of which of the factors each program is believed to address.

There are other programs in other agencies which address some of these factors. We would invite each agency head to provide that information to us; upon receipt, we will add the information to the grid.

The idea and format for this grid came from the Ohio State Department of Education.

Mississippi Department of Education Programs and Services	AT-RISK CONTRIBUTING FACTORS													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
BUREAU OF ADMINISTRATION AND FINANCE														
School Lunch / School Breakfast / Food Distribution		*		*	*	*	*							*
Child Care Food Program		*		*	*	*	*							*
Summer Food Services Program		*		*	*	*	*							*
Nutrition Education and Training Program		*		*	*	*	*							*
BUREAU OF ASSESSMENT AND COMPLIANCE														
BSAP/ELE								*	*	*	*	*		
END-of-Course Testing								*	*	*	*	*		
Norm Referenced Testing								*	*	*	*	*		
BUREAU OF PLANNING & POLICY														
Drug Free Schools Program	*	*	*	*	*		*						*	*
Dropout Prevention Model	*	*	*	*	*	*	*	*	*	*	*		*	*
ARC Prevention Program for Kemper County	*	*	*	*	*		*	*	*	*	*		*	*
Chapter 2 Block Grant	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Homeless Grant		*	*	*	*			*	*	*	*	*	*	
BUREAU OF SCHOOL IMPROVEMENT**														
Two Videotapes on Aids provided to all Districts								*						
One Videotape on Child Abuse provided to all Dist.				*	*								*	
Certificate for Teacher of English as a Second Language Developed													*	*
Superintendents Conference on Students At-Risk held		*	*	*	*			*	*	*			*	
Position of Health Educator created in Curriculum Division	*	*		*		*	*						*	*
Drug Abuse Program during State Education Conference	*													
School Executive Management Modules:									*	*	*		*	

KEY

1-Alcohol/Drug Abuse
2-Cyclical Poverty
3-Delinquency/Truancy
4-Family Abuse/Neglect
5-Family Structure
6-Handicapping Condition
7-Health Condition
8-Inadequate Readiness Skills/Developmental Delay
9-Inappropriate Instruction
10-Inappropriate School Curriculum
11-Inappropriate School Placement
12-Limited English/Non-English Speaking
13-Low Self-Esteem
14-Pregnancy

Mississippi Department of Education Programs and Services	AT-RISK CONTRIBUTING FACTORS													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
BUREAU OF SCHOOL IMPROVEMENT (cont.)**														
Instructional Management														
Staff Development														
Thinking Like A Leader														
Mississippi Teacher Assessment Instrument														
Evaluation														
** NOTE: These programs, services, and materials are														
designed to change the behavior of teachers														
and administrators, but their impact on														
students should be considerable as a result of														
that behavior change.														
BUREAU OF SPECIAL SERVICES														
Chapter 1 Handicapped						*								
Educable Child						*								
P. L. 94-142						*								
University Based Programs						*								
Pre-School Handicapped Programs		*			*	*	*	*					*	
Bilingual Education Program												*		
Chapter 1 Migrant		*					*	*	*	*	*	*	*	
Chapter 1 Neglected and Delinquent Program			*	*	*			*					*	
Chapter 1 Basic		*				*	*	*	*	*	*		*	
National Origin										*		*		
Transition Program for Refugee Children										*		*		
National Diffusion Network						*		*	*	*	*		*	
Title II, EESA										*	*			

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Mississippi Department of Education Programs and Services	AT-RISK CONTRIBUTING FACTORS													
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BUREAU OF VOCATIONAL-TECHNICAL AND ADULT EDUCATION														
Adult Basic Education(ABE)					*			*				*	*	
Child Care	*	*	*	*	*	*	*	*	*			*	*	*
Disadvantaged Program(Learning Lab)		*	*	*			*	*		*	*		*	
Consumer Homemaking				*	*		*						*	*
Basic Vocational Education														
Agriculture	*	*	*	*	*	*	*	*	*	*			*	*
Business	*	*	*	*	*	*	*	*	*	*			*	*
Home Economics	*	*	*	*	*	*	*	*	*	*			*	*
Industrial Arts	*	*	*	*	*	*	*	*	*	*			*	*
Displaced Homemaker	*	*		*	*		*	*	*			*	*	*
Youth Motivation-Dropout Prevention	*	*	*	*	*	*	*	*	*	*			*	*
Summer Remediation									*	*			*	

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